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Working Paper No. 177

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PRIMARY TEACHERS
TOWARDS THE EFFICACY OF
DIET, BRC AND NPRC**

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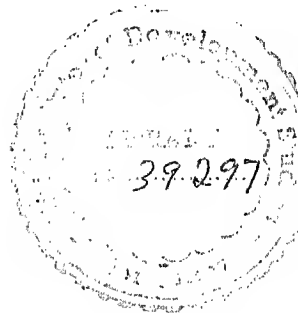
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THE PERCEPTION AND VIEWS OF PRIMARY TEACHERS TOWARDS THE EFFICACY OF DIET, BRC AND NPRC

P.S. GARIA, Y.P. SINGH & A. JOSHI

The institution of DIET, BRC and NPRC were conceived of under the New Education Policy of 1986 with the aim of bringing about a qualitative change and improvement in the pre-primary levels of education all over the country. Through these it was hoped to bring about an upliftment and development in the overall personality and teaching skills of the primary teachers.

At the district level DIET's serve as a nodal institution with the aim of shouldering the responsibility of improving the quality of primary education. They provide academic guidance and professional support for teachers training programmes, development teaching and learning materials; alternative schooling, pre-school education, innovative classroom intervention and academic supervision through the BRC and NPRC.

In this paper we have tried to analyse the views which teachers hold regarding the efficacy of these 3 institutions in providing educational support. The analysis of teachers is based on a survey conducted of 174 primary teachers covering 80 primary schools from the districts of Hardoi and Pilibhit. The paper is the outcome of a bigger study conducted by us.

If the educational support which the institutions like DIET, BRC and NPRC are supposed to provide successful then they should be duly reflected in the working efficiency of the teachers. Then only will it be possible to ensure proper functioning of the schools and the optimum use of new teaching methods. In order to obtain the extent to which the teachers feel that they have benefited from the training provided and their perception about the working of the DIET etc. we designed a questionnaire for the primary school teachers. In this chapter we will now focus our attention on the background of the teachers, type of training received by them and their views about the functioning of the DIET, BRC and NPRC.

We have covered a total of 40 schools from each district and they comprised of 10 from each of our selected BRCs. It was decided to cover all the teachers from each school. However, at the time of our survey, some of the teachers were on leave and so those could not be covered. Our total sample constituted of 82 teachers from the schools of Hardoi and 92 from those of Pilibhit.

teachers in Hardoi had a higher percentage as compared to male teachers in the total strength of teachers covered by us in Hardoi (61 per cent approx.). The situation in Pilibhit was reverse with male teachers constituting nearly 68 per cent of the total teachers, which have been covered by us from that district. The highest number of teachers were found in the age group of above 46 years. In Hardoi their average age was 43 and that in Pilibhit worked out to be 46.

Looking at the educational qualifications of these teachers it is revealed that the teachers of Hardoi are highly qualified. Since approximately 61 per cent are graduates or even more qualified. Around one fourth have studied upto intermediate level and the rest (around 15 per cent) qualified only upto high school. In the case of the teachers of Pilibhit around 53 per cent are intermediates and almost an equal share of around 24 per cent are either graduates and above or only upto high school. BTC is the minimum qualification for eligibility for becoming primary teacher. In Hardoi around 14 per cent have passed B.Ed. or M.Ed. In Pilibhit the share of BTC trained teachers is as high as 88 per cent. There are a few old teachers who have passed BTC training only. One teacher from Hardoi and two in Pilibhit are untrained as they have received employment on compassionate ground as the result of the death of their family members. Since the teachers were found in the relatively higher age group it was also seen that the years of service put in by them is also reasonably high. Around 46 per cent teachers of Hardoi had a teaching experience of over 12 years. However, there were also another 29 per cent with a teaching experience of below five years. In Pilibhit also as many as 42 per cent teachers had a teaching experience of above 12 years and another 32 per cent of between 8 to 12 years. The share of teachers with a teaching experience of below 5 years was only around 17 per cent. A high percentage of these teachers are living above 5 kms. from the primary school. Their proportion was nearly 77 in Hardoi and around 58 per cent in the case of Pilibhit. Only around 11 per cent teachers of Hardoi and around 3 per cent of Pilibhit are residing in the same village where the schools are located. (Table 1)

The details related to the training received by the primary teachers is provided in Table 2. Only one teacher from our entire sample, belonging to BRC Pihani has not received in service training. She has been appointed only very recently. All these teachers have received in service training more than once. In fact 62 per cent teachers of Hardoi have received in service training four times. In Pilibhit on the other hand around 78 per cent have received in service training three times. The duration of these training courses has been 10 days 8 days and 5 days each, and training has been conducted at the DIET or the BRC, coming to the quality of training received by these teachers around one third of them in Hardoi as well as Pilibhit feel that the quality of training was good. Around 51 per cent and 45 per cent from Hardoi and

Pilibhit respectively feel that the quality of training was all right. There have also been a few teachers who have not been satisfied by the quality of training provided to them. These account for around 14 per cent teachers from Hardoi and nearly 24 per cent from Pilibhit. (Table 2).

In the case of Pilibhit there is almost a perfect match between the views of teachers about the quality of training provided and of the instructors who have provided this training. However, in the case of Hardoi the teachers are far more dissatisfied with the quality of the instructors since around 29 per cent are dissatisfied with their instructors. They feel that these instructors are not very good and efficient in their job. These instructors too have first received training in the DIET before becoming instructors and have not been fully trained to become good instructors (Table 2).

Table 2 : Details of Training Given to Teachers

Particulars	HARDOI					PILIBHIT					Grand Total
	Haryawan	Pihani	Bawan	Sursa	Total	Bisalpur	Bil-sanda	Bar-khera	Lahuori Khera	Total	
Total No. of Teachers	16	12	27	27	82	29	24	16	23	92	174
Received in Service Training											
Yes	16	11	27	27	81	29	24	16	23	92	173
No	--	1	--	--	1	--	--	--	--	--	1
Frequency of Training (Round)											
Two	2	--	1	3	6	2	1	--	1	4	10
Three	14	1	7	2	24	27	23	--	22	72	96
Four	--	10	19	22	51	--	--	16	--	16	67
Duration of Training (in Days)											
Ten	14	11	26	25	76	27	23	16	22	88	164
Eight	16	11	27	27	81	29	24	16	23	92	173
Five	--	10	19	22	51	--	--	16	--	16	67
Place of Training											
DIET	14	11	26	25	76	27	23	16	22	88	164
BRC	16	11	27	27	81	29	24	16	23	92	173
Rating of Training											
Good	6	4	9	8	27	10	6	5	8	29	56
OK	6	5	14	17	42	12	10	7	12	41	83
Unsatisfactory	4	2	4	2	12	7	8	4	3	22	34
Rating of Instructors											
Good	5	3	9	6	23	7	8	4	10	29	52
OK	5	2	13	14	34	13	11	9	9	42	76
Unsatisfactory	6	6	5	7	24	9	5	3	4	21	45

We will now move on to the details related to the training received by these selected primary teachers. For this please refer to Table 3. The main focus of these has been of different types such as motivational whereby the training aims at motivating teachers to teach according to the new techniques. The next type of training is known as 'Sabal' whereby the

teachers are trained to make teaching easy and interesting through songs, games and teaching kits. The idea is to make teaching of language, maths and environmental studies more interesting. The third category of training is 'Sadhan' which is related to course curriculum related to subjects where new books have been introduced. Finally the fourth category training is '*Samekit*' which focuses attention on the disabled child. The objective is to teach the disabled child in such a manner that he or she does not develop any sort of inferiority complex while studying in the company of normal healthy children. The motivational training is for a 10 day period while 'Sabal' and 'Sadhan' are of 8 days each. The training for 'samekit' is for a duration of 5 days. Since teachers have received training more than once we have received multiple responses.

Although all the teachers have received in service training only 43 and 34 per cent teachers from Hardoi and Pilibhit respectively have reported that they are making use of the new teaching and learning materials. The reasons cited by those who are not doing so are also varied and there is a case of multiple response. These responses include non-availability of kits, lack of proper training, lack of support from BRC or NPRC in case of difficulty. Another type of problem, which is faced by some schools, is that due to shortage of teachers they are unable to demonstrate these kits as they have no time to do so. Some of the old teachers who are on the verge of retirement state that they do not even have enough interest to use these teaching methods (Table 3).

We received a mixed response from the teachers about the extent of co-operation of the coordinators of BRCs or NPRCs in looking into the problems of the teachers related to use of teaching and learning material. In the entire sample of teachers from Hardoi only 45 per cent report that the BRC/NPRC co-ordinators are looking into their problem. What is even more striking is that only in 19 out of the 37 cases the BRC/NPRC co-ordinators are actually helping the teachers to sort out their problems. A similar picture emerges in Pilibhit as well as 45 per cent teachers of this district also report of having received co-operation from the coordinators of their BRC/NPRC. Once again we find that in only 18 out of the 41 cases of co-operation the co-ordinators have been successful in solving the problems of these teachers (Table 3). In order to overcome the problem faced by teachers regarding co-operation from the coordinators

Table 3 : Views and Perception Regarding In-Service Training

Particulars	HARDOI					PILIBHIT					Grand Total
	Harya- wan	Pihani	Bawan	Sursa	Total	Bisal- pur	Bil- sanda	Bar- khera	Laluori Khera	Total	
<u>Main Focus of Training</u>											
Motivational	14	11	26	25	76	27	27	16	22	88	164
Sabal	16	11	27	27	81	29	29	16	23	92	173
Sadhan	16	11	27	27	81	29	29	16	23	92	173
Samekit	--	11	19	22	52	--	--	16	--	16	104
<u>Making Use of Teaching and Learning Material</u>											
Yes	6	4	15	10	35	9	7	4	11	31	66
No	10	8	12	17	47	20	17	12	12	61	108
<u>If No, What are Problem</u>											
No kit are available	7	6	6	11	30	13	12	8	9	42	72
No proper training	7	4	7	12	30	12	7	8	7	34	64
Lack of Teachers & so no time	6	7	6	8	27	8	6	7	2	23	50
No Interest of Teachers	5	2	6	7	20	6	5	5	4	20	40
No support given by BRC NPRC	7	6	8	13	34	14	9	6	8	37	71
<u>Do Coordinatr BRC/ NPRC Look into Problem</u>											
Yes	6	5	16	10	37	13	8	5	15	41	78
No	10	7	11	17	45	16	16	11	8	51	96
<u>Have they Solve them?</u>											
Yes	3	3	7	6	19	6	2	3	7	18	37
No	3	2	9	4	18	7	6	2	8	23	41
<u>If No, What should be done?</u>											
More Power to BRC/NPRC	2	--	3	2	7	4	5	2	3	14	21
Ensure Educational Support of BRC/NPRC by regular school visit	4	2	7	1	14	2	4	1	5	12	26
More qualified BRC/NPRC Co-ordinator	1	--	6	2	9	2	3	1	6	12	21
Teaching, Learning material should be provided	3	2	5	3	13	5	4	2	4	15	28

the teachers feel that this situation can be corrected if the co-ordinators of BRC/NPRC are asked to pay regular visit to the schools and to provided the desired educational support. Another suggestion is to ensure that only well qualified persons should be appointed as the co-ordinator of either BRC or NPRC. Yet another factor affecting the proper use of TLM is the non-availability of TLM in the schools. Thus, it must be ensured that all schools possess TLM. The lack of support from BRC/NPRC is attributed to the fact that these institutions do not have any administrative power and so there is a need to strengthen them by delegating administrative powers to both BRC and NPRC.

Yet another aspect towards which the teachers have drawn our attention is on the fact that despite having provision of refresher training courses the DIET has not yet conducted such courses.

The co-ordinators of the BRC and NPRC are expected to visit the schools under them on a regular basis. It may be pointed out that the co-ordinators of NPRCs have expressed their inability to make weekly visits to the schools because of various problems. We wanted to confirm the frequency of their visits and so we inquired about this aspect from the teachers as well. This aspect is being shown in table 4. Almost 59 per cent teachers of Hardoi have reported that the officials of the BRC and NPRC have been visiting the schools regularly. The percentage is around 57 per cent in the case of Pilibhit.. In the case of Hardoi the officials of BRC are generally paying visit to schools on a monthly basis but in the case of the NPRC co-ordinators the visits are once every fortnight. Since these officials themselves are primary teachers they are generally co-operative but are however not able to solve their problems.

Table 4 : Role of BRC/NPRC

Particulars	HARDOI					PILIBHIT					Grand Total
	Haryawan	Pihani	Bawan	Sursa	Total	Bisalpur	Bil-sanda	Bar-khera	Lahuori Khera	Total	
Do Official Visit School Regularly?											
Yes	9	4	17	18	48	16	14	7	15	52	100
No	7	8	10	9	34	13	10	9	8	40	74
Frequency of Visit by BRC in School											
Nil	--	3	1	1	5	2	1	4	8	15	20
Fortnightly	1	--	1	3	5	3	--	2	--	5	10
Monthly	7	3	5	13	28	10	3	3	8	24	52
Quarterly	4	3	3	2	12	6	15	4	5	30	42
Half yearly	2	1	3	6	12	4	5	2	2	13	25
Yearly	2	2	14	2	20	4	--	1	--	5	25
Frequency of Visit by NBRC in School											
Nil	--	--	--	1	1	--	1	2	6	9	10
Fortnightly	9	5	11	13	38	15	9	7	7	38	76
Monthly	4	5	11	8	28	8	8	5	8	29	57
Quarterly	2	2	1	2	7	4	6	2	1	13	20
Half yearly	1	--	2	3	6	2	--	--	1	3	9
Yearly	--	--	2	--	2	--	--	--	--	--	2
Cooperation from BRC											
Very co-operative	10	4	5	13	32	10	8	6	7	31	63
Less Cooperative	14	3	11	9	27	12	11	5	6	34	61
Non-Cooperative	2	5	11	5	23	7	5	5	10	27	50
Cooperation from NBRC											
Very co-operative	9	7	11	16	43	11	10	8	12	41	84
Less Cooperative	5	2	12	8	27	7	9	3	5	24	51
Non-Cooperative	2	3	4	3	12	11	5	5	6	27	39

Besides the normal teaching assignments, which the teachers have to fulfill there, are certain other responsibilities, which every teacher is expected to shoulder. Even these activities are either directly or indirectly linked with the education process. Some of these activities include ensuring enrolment of children in general and of children from the target group in particular; micro planning and school mapping; maintaining the Bal Gadana registers which provides the basic information related to details of children in the school going age group and; organizing various competitions and other activities. The extent to which the teachers are extending their help in these areas are tabulated and presented in Table 5. It is quite strange that while giving responses to our questions to some of the teachers have been very straightforward in accepting that they are not doing any thing in certain areas. One of the primary reasons behind this attitude of the teachers is the fact that almost 77 per cent of these teachers from Hardoi and nearly 58 per cent in Pilibhit are residing at least five kilometers away from the location of the Primary School. Only 11 and 3 per cent teachers of Hardoi and Pilibhit respectively are actually staying within the village where the schools are situated. The rest reside within a distance of upto 5 kilometers. These teachers, therefore, come to the school in accordance with the school timings in the morning and leave the school as soon as their teaching work is over. At times the argument is forwarded that schools should have local teachers to avoid such a problem. But there is a negative aspect to local teachers as well.

It is argued by some that if you have a teacher who is a local of the area then he tends to be more interested in his personal work such as agriculture rather than in the smooth functioning of the school. It may, therefore, be pointed out that the only solution to these problems lies in ensuring that there is greater control over the teachers. The BSA already has the administrative power to do so and the officials of BSA office can be directed to enforce proper participation of these teachers in teaching as well as other related activities. The other way is to provide adequate power with the DIET, BRC and NPRC to keep a strong vigil on the teachers. The teachers must be made accountable to either the BSA or the set up of the DIET (including BRC & NPRC). These officials then must also be made accountable to ensure that they bring out the best from the teachers. The various activities are essential to ensure full enrolment and to improve the quality of education and if the teachers are not performing properly then the very objective is defeated. It is evident from the table that nearly 25 per cent of the overall sample covering both the districts have reported that they make no effort to ensure enrolment of children. Those who do make some effort do so by organizing rallies, motivating parents, door to door visit to the parents whose children are to be evolved and by seeking help from the members of the VEC. Similar efforts are also made to increase enrolment of the children of the

targeted group such as the girl child and children belonging to SC/ST and OBC families and the disabled child.

Table 5 : Role of Teachers in Different Areas

Particulars	HARDOI					PILIBHIT					Grand Total
	Haryawan	Pihani	Bawan	Sursa	Total	Bisalpur	Bil-sanda	Bar-khera	Laluori Khera	Total	
<u>Enrolment of Children</u>											
No Effort	3	4	5	4	16	9	6	6	5	26	42
Organized Rally	3	2	4	6	15	2	6	3	2	13	28
Motivate to Parents	5	3	7	9	24	3	5	2	6	16	40
Personally contact to parents	3	1	4	5	13	10	4	3	8	25	38
Help from VEC	2	2	7	3	14	5	3	2	2	12	26
<u>Enrolment of SC/ST, OBC Girls</u>											
No Effort	6	5	6	8	25	4	9	4	6	23	48
Personally contact to parents	5	2	6	4	17	11	3	7	6	27	44
Motivate Parents through letters	4	4	8	10	26	11	7	3	10	31	57
Help from VEC	1	1	7	5	14	3	5	2	1	11	25
<u>Micro Planning</u>											
No Effort	11	7	20	24	62	24	20	13	16	73	135
Slogans	5	5	7	3	20	5	4	3	7	19	39
<u>School Mapping</u>											
No Effort	13	10	23	25	71	25	18	13	20	76	147
Preparation of Village Map	3	2	4	2	11	4	6	3	3	16	27
<u>Bal Gadana</u>											
No Effort	--	2	2	--	4	1	--	--	1	2	6
Door to Door Survey	16	10	25	27	78	28	24	16	22	90	168
<u>Organizing Competitions</u>											
No Effort	5	3	8	3	19	5	7	3	3	18	37
Games	3	2	2	9	16	4	3	3	2	12	28
Cultural Programmes	2	2	2	4	10	3	4	7	5	19	29
Games & Cultural Programmes	6	5	15	11	37	17	10	3	13	43	80

School mapping and micro planning are such an important aspect under DPEP but out of our total sample of 174 teachers only around 16 and 22 per cent are involved in school mapping and microplanning activities respectively. In fact the only activity which these teachers have been regularly engaged in is the maintenance of the Bal Gadana Registers which is a compulsion on the teachers. However, here also we found four teachers in Hardoi and two in Pilibhit were the teachers who could not participate in this activity due to some personal problems.

The activities organized at the school level are games and cultural programmes. Games are generally arranged during school hours during the interval or just before the days teaching

work is over. The cultural activities are usually organized on occasions such as Republic Day, Independence Day, Teachers Day and Children's Day etc.

Each school is provided an annual grant of Rs.2000 for the upkeep and beautification of the respective schools. This includes white washing, some construction work and repairs. As far as white washing is concerned it is the duty of the head teacher. In case the school does not have a head teacher then the assistant teacher has to supervise this work. The only school (Tikerimafi) from our sample where the work of white washing was not done was found under BRC Barkhera in Pilibhit. This work could not be done since the Pradhan refused to release the money. As has already been indicated earlier, the account is to be managed jointly by the head teacher and village Pradhan. As far as construction and repair is concerned the ABSA identifies the teacher and fixes the responsibility of getting the task done. (Table.6). The system of having a joint account which is operated by the head teacher and Pradhan is leading to all sorts of problems of which the most significant is the undue interference of the Pradhan. Even the ABSA proves to be a source of problem by his interference. The other problem, which is equally important is that whole teachers are engaged in these activities the teaching work suffers. The BRC or NPRC are not doing much work in trying to solve those problems of the teachers although the problem has been pointed out to them.

Table 6 : Teachers Role in Construction and Maintenance of School Building

Particulars	HARDOI					PILIBHIT					Grand Total
	Haryawan	Pihani	Bawan	Sursa	Total	Bisalpur	Bil-sanda	Bar-khera	Laluori Khera	Total	
<u>Role Played in Building Maintenance</u>											
White Washing	10	10	10	10	40	10	10	9	10	39	79
Construction	1	1	1	--	3	--	--	2	1	3	6
Repair	--	1	2	1	4	2	1	--	--	3	7
<u>Problems Faced in this connection</u>											
No cooperation by Gram Pradhan	4	6	5	4	19	6	7	7	6	26	45
Problem from ABSA	4	5	7	6	22	5	5	4	3	17	39
Loss of Teaching days	6	3	6	4	19	2	4	3	4	13	32
<u>Do BRC/NPRC Look Problem</u>											
Yes	3	4	4	6	17	3	2	4	5	14	31
No	7	6	9	4	26	7	8	6	5	26	52

The teachers receive training at the DIET and at times in the BRC about various aspects among which the most significant is the use of teaching and learning material. This is so because the whole exercise of developing TLM and then training teachers to use them effectively would become an exercise in futility if the end results of providing educational support and achieving educational improvement is not achieved. We have all along tried to

find out about the use of TLM from our survey of the DIET, BRC and NPRC. We also tried to obtain information in this connection from the teachers themselves. This has been tabulated in Table 7. All the primary teachers are given Rs.500 each year to develop teaching and learning materials. In the case of Hardoi there were 5 teachers who had not received this amount. Some were cases of new appointment while the others were those who had been transferred to the present school from some other primary school. They too will receive the amount before long. In the case of Pilibhit, however, all the teachers have received this amount. As far as the utilization of this money is concerned there are multiple responses from the teachers. The most common utilization of this amount is to purchase different types of charts, which are displayed, to children in class to make teaching simple. The response received in this connection was 50 percent from the teachers of Hardoi and nearly 72 percent in the case of Pilibhit. On the whole 61 percent of the teachers from both districts have reported using their money on this account. The other way money is being spent by 50 per cent teachers of both districts is on items of stationery such as pencil, eraser, sketch pen, chart paper, gum etc. Which is used by the teachers for preparing charts themselves to make teaching interesting. The other uses to which this amount is put to is purchase of plastic cubes which have alphabets or numbers written on them to teach the children English and maths; for making models for demonstration, purchasing maps; and purchase of other material such as marbles, masks, slate and toys which are used by the teachers in the teaching process. Besides the purchasing which teachers undertake from their allotted amount of Rs.500, the schools also receive books from the NPRC. In Hardoi the respective BRCs have distributed the books among the schools. As far as games material is concerned each school was provided a grant of Rs.5000 as a one time grant which was to be used for various specified purposes including purchase of games material. It is revealed from the table that not all the schools have books or games material. As far as books is concerned the NPRC has already asked them to collect the books but the respective schools have not yet done so. The absence of games material in schools is the result of the fact that the entire grant of Rs.5000 was exhausted in purchase of other items and so no funds were left for the games material purchase. (Table 7)

The schools have been maintaining proper record of not only all these materials but also of the details about the students, attendance and the Bal Gadana Register. However, there are some schools where all these records have not been maintained properly. They are generally not maintaining proper record of purchases as per the requirement although they do possess the vouchers. The BRC and NPRC co-ordinators complain that it is the ABSA who has the power to control these activities. They at best look into the record at the time of the school visit. We

may therefore, add that in actual practice there is no proper accountability of the teacher to maintain these records.

Table 7 : Teaching Learning Material and Role of Teachers

Particulars	HARDOI					PILIBHIT					Grand Total
	Haryawan	Pihani	Bawan	Sursa	Total	Bisalpur	Bil-sanda	Bar-khera	Laluori Khera	Total	
<u>Do you received a fixed amount for teaching and learning materials</u>											
Yes	15	11	25	26	77	29	24	16	23	92	169
No	1	1	2	1	5	--	--	--	--	--	5
<u>How is the Amount Used</u>											
Purchasing of Charts of Different types	6	7	17	11	41	21	17	12	16	66	107
Making Models for Demonstration	3	2	9	5	19	6	5	4	5	20	39
Purchase Penril, Rubber, Sketch Pen, etc.	9	3	12	8	32	14	12	12	17	55	87
Purchasing of Maps	6	3	10	7	26	5	8	3	6	22	48
Other Material like Marbles, Toys, Masks, etc.	3	4	7	8	22	3	8	5	5	21	43
<u>Type of Material which school Received</u>											
Purchased Plastic Objects for Teaching Eng & Maths	9	6	8	13	36	8	7	6	12	33	69
Games material	14	8	23	22	67	27	18	12	17	74	141
Books	13	10	24	27	74	28	21	13	23	85	159
<u>Does School Maintain All types of Records</u>											
Yes	14	8	23	26	71	27	21	13	20	81	152
No	2	4	4	1	11	2	3	3	3	11	22
<u>Are Material Kits Used Regularly</u>											
Yes	4	4	3	8	19	12	6	2	8	28	47
No	12	8	24	19	63	17	18	14	15	64	127
<u>If No, why</u>											
Kits are not available	10	7	18	14	49	13	11	9	10	43	92
Lack of knowledge	6	5	13	7	31	5	8	4	6	23	54
Lack of teacher	9	5	7	8	29	6	9	6	2	23	52
Lack of space	3	3	9	9	24	4	4	2	3	13	37
Lack of Time	5	4	6	4	19	2	5	4	2	13	32
No interest of Teachers	4	3	9	5	21	6	7	3	5	21	42

What is rather disturbing is the fact that in around 77 and 70 percent school of HarDOI and Pilibhit respectively. The teaching materials and kits are not being used regularly (Table 7). There are various reasons, which have been assigned by the teachers for not using TLM, and so we have a multiple response situation. The most prominent response is that the schools do not have the teaching kits. The school were provided kits as far back as 1991 and since then there has been no replacement of kits which are on longer usable. As many as 60 percent teachers of HarDOI and 47 percent from Pilibhit have reported this problem. The other reason, which has a response of only around 31 percent in the overall sample, but is very significant is

the fact that 31 percent respondents have reported the fact that they do not possess enough knowledge about the use of kits and TLM. This again is a sad reflection of the fact that although so much stress is being laid on use of kits and TLM and the DIET, BRC and NPRC is to provide educational support to achieve this goal, but some effort is still lacking. The other problem which have been pointed out are lack of teachers, lack of sufficient space for demonstration of the kits and TLM and lack of time particularly in schools which have a single teacher (Table 7).

The teachers have also been entrusted the responsibility to motivate the VEC members and community member to improve the quality of education and enrolment and to reduce the drop out rates. Nearly 29 and 26 percent teachers of Hardoi and Pilibhit respectively are making no effort in this direction. This is the direct result of the fact that a very high proportion of teachers reside outside the village and that too at a fairly considerable distance. It, therefore, follows that they do not have the inclination to stay back and meet the VEC and community members. Among those who have responded positively claim that they try to influence the VEC and community members through personal contact and during the meetings which are organised with the VEC members.

While it was important to gather information from teacher regarding the training received by them and of their responsibilities it was equally essential to obtain their views related to the teaching conditions under which they are functioning. Thus the final section of our schedule was focussed on this aspect and to obtain their suggestions. The views of these teachers are indicated in Table 8. The table reveals that only around 57 percent teachers of Hardoi and 52 percent from Pilibhit are satisfied with their teaching work. The reason for being dissatisfied are more than one and so there are multiple responses. The most important impediment is over burden of work with responsibilities, which have nothing to do with teaching. The other factor is shortage of staff strength as a result of which the teachers have to teach more classes than one. Because of their political contact some teachers are able to get posted in schools whose location is suitable to them. Thus, in some schools there are far more teachers than the desired norm while in some schools the teachers are less as compare to the strength of children. The influence of the Pradhan is also unduly effecting their teaching. In

Table 8 : Perception of the Teachers Regarding their Teaching Conditions

Particulars	HARDOI					PILIBHIT					Grand Total
	Haryawan	Pihani	Bawan	Sursa	Total	Bisalpur	Bil-sanda	Bar-khera	Laluor Khara	Total	
<u>Satisfied with Teaching</u>											
Yes	7	5	16	19	47	19	9	6	14	48	95
No	9	7	11	8	35	10	15	10	9	44	79
<u>If No, Reasons</u>											
Over burden of work	6	4	9	8	27	6	11	7	5	29	56
Shortage of teachers	6	6	6	4	22	3	8	5	4	20	42
Interference of Political/Corruption	5	2	6	4	17	7	5	6	4	22	39
Irregularity of Students	2	2	4	3	11	5	6	2	3	16	27
<u>Improvement Needed</u>											
Sufficient Teachers	6	5	6	3	20	3	7	3	4	17	37
Teachers should not be engaged in other work	7	5	8	7	27	7	10	8	7	32	59
Ensuring regularity of students	3	2	5	3	13	6	4	5	2	17	30
Making posting policy	6	4	5	4	19	4	7	5	3	19	38
<u>Duties Other than Teaching</u>											
Yes	15	11	26	27	79	28	24	16	22	90	169
No	1	1	1	--	3	1	--	--	1	2	5
<u>What Type of Duties</u>											
Election duties	15	11	26	27	79	28	24	15	22	89	168
Health Related Programme	15	10	26	27	78	21	24	15	19	79	157
Census	7	5	12	10	34	16	5	5	9	35	69
Economic Survey	3	4	7	8	22	6	4	3	5	18	40
Distribution of Mid-day Meal	15	11	20	23	69	26	20	14	19	79	148
Construction Work	2	2	3	1	8	2	1	2	1	6	14
Others	2	3	6	4	15	5	2	2	4	13	28
<u>How often do you such work (in days)</u>											
Nil	1	1	1	--	3	1	--	--	1	2	5
Upto 7	2	--	4	2	8	6	1	1	2	10	18
7 - 15	4	5	7	8	24	9	8	7	6	30	54
15 - 25	7	3	12	14	36	6	7	5	10	28	64
25 +	2	3	3	3	11	7	8	3	4	22	33
<u>Does these activities affected teaching?</u>											
Yes	14	9	22	24	69	23	22	14	20	79	148
No	1	2	4	3	10	5	2	2	2	11	21
<u>Have you spoken to official of BSA</u>											
Yes	6	4	12	8	30	8	7	6	5	26	56
No	8	5	10	16	39	15	15	8	15	53	92
<u>If Yes, Response</u>											
Govt. Work	6	4	12	8	30	7	4	4	5	20	50
Warning of salary deduction and transfer	2	1	5	3	11	1	3	2	1	7	18

some schools the teachers have also reported irregularity in attendance of children particularly during the peak agricultural season. If these problems are to be corrected then the strength of teachers needs to be improved, undue work load has to be dispensed with, the regularity of

students must be ensured and the government must come up with a clear cut policy regarding posting of teachers (Table 8).

Providing details of duties other than teaching the teachers have reported that their services are being utilized for election duties, health related programmes, census, economic survey, distribution of mid-day meal, construction work etc. The teachers are employed for duration ranging from 7 to over 25 days each year depending on the frequency of these activities in the area. It is quite obvious that teaching activities are adversely affected as a result of these duties, which are assigned to teachers from time to time. In a majority of the cases these teachers have not bothered to speak to the officials from the BSA office regarding these extra duties. However, even when teachers have voiced their concern the BSA office people claim that these are government orders and threaten punishment like deduction of salary or transfer to an unfavourable location (Table 8).

Some of the other problems identified by the teachers are lack of space, *tat-pattis* and teaching kits, lack of co-operation from parents, non-availability of peon in school, no boundary wall, electricity and poor maintenance of the school building etc.

The teachers have put forward various suggestions so as to improve the quality of education and enrolment of children. As can be expected, we have received multiple responses. The suggestion offered by these teachers fall into five main categories (Table 9) and relate to:

Table 9 : Suggestions for Improving Quality of Education and Enrolments

Particulars	HARDOI					PILIBHIT					Grand Total
	Harya-wan	Pihani	Bawan	Sursa	Total	Bisal-pur	Bil-sanda	Bar-khera	Lahuor-Khera	Total	
Suggested Improvement for condition of Teachers	13	9	23	21	66	20	16	12	14	62	128
Ways to have check on Teacher	7	8	12	14	41	12	9	5	8	34	75
Matter related to Construction, Repair of School	9	7	9	19	44	18	12	8	7	45	89
Matter Related to Training of Teachers	9	10	17	20	56	19	9	7	13	48	104
Matter Related to Students	7	4	9	5	25	13	7	5	9	34	59

- (a) Improvement in the conditions of teachers by (i) providing adequate staff in schools, (ii) to ensure that they are engaged in activities only related to teaching, (iii) proper training for TLM by making the training courses more effective (iv) A meaningful policy for appointment and transfer of teachers is needed. There are schools, which have excess teachers while others could be single teacher schools. There are cases where schools are being run by Shiksha Mitra in the absence of a regular teacher (v) Books related to new teaching and learning material must be made available and all schools must adopt these new teaching methods (vi) the co-ordinators of BRC and NPRC must be made to visit schools regularly, and they should extend the academic support. (vii) All teachers also feel that the administrative control of the ABSA must be reduced.

As many as 80 percent teachers of Hardoi and 67 percent from Pilibhit have responded to this suggestion.

- (b) The next in importance in the stress on training and in this connection the teachers feel that training should be held at the NPRC level and that the BRC and NPRC should be made more effective by granting them more administrative powers. Training is by itself ineffective if the schools do not possess maths and science kits. Therefore, the teachers feel that this is equal in importance to the significance of training. Once again we find that around 68 and 52 per cent teachers of Hardoi and Pilibhit respectively feel that greater significance be attached to training.
- (c) The teachers are also of the opinion that the overall infrastructure and its regular maintenance also contributes positively towards imparting good quality education on one hand and retaining students till they pass class V on the other. These teachers therefore, feel that schools should have sufficient class rooms and must be electrified and have a boundary wall. Unless you make proper sitting arrangements for the students the schools are unlikely to prove attractive. Merely proper construction is not a sufficient condition by itself. It is equally important that the school building should be properly maintained and care should be taken to keep it neat and clean. In this connection it may finally be said that these problems can more or less be checked if the undue interference caused by the village Pradhan by virtue of his being a joint account holder in the construction and repair account, is removed. Instead of the Pradhan the Assistant Engineer and his Junior Engineer should maintain these accounts. From

Hardoi nearly 54 percent teachers are in favour of these changes while the corresponding percentage in the case of Pilibhit is 49.

- (d) The teachers have been critical of the teachers as well and they feel that if the standard of teaching is to be improved there must be provision of proper evaluation of teachers on a regular basis. This evaluation can be conducted by the SPO with the help of the DIET. For this the DIET needs to be given administrative powers as well. Yet another check on the teachers can be from the side of the parents. The SPO has conceived of the Mother Teacher Association (MTA) as well as the Parent Teacher Association (PTA) but these are not effective at all in exerting pressure on teachers who are not teaching properly. These organizations need to be strengthened by make mothers and parents aware of their role in improving educational standards. The teachers also strongly believe that no local teachers be appointed in any school and also that postings by teachers in accessible schools should be put an end to. Half the teachers of Hardoi and around 37 per cent from Pilibhit share this view.
- (e) The final suggestion from the teachers relates to the students. First of all the government orders are not to fail children upto Class IV. When you are talking of good quality education it is contradictory to promote children who are not up to the standard. This also reflects on the school grading because there are no failure upto class IV. This policy may be proving useful in reducing drop-out of those children who went out of the stream because of failing. But it is not serving the all important objective of improving educational standard. The parents and children take it for granted that they have to be promoted but their educational base tends to suffer enormously and is reflected in the higher levels of education.

Children from some target groups such as girls and those from SC, ST and OBC families and Muslim children are given scholarship of Rs.300 per annum which is paid to them in cash once every year. The teachers feel that instead of cash they should be given books, stationary and uniform etc. Similarly all children who have an attendance of 80 percent in a month are entitled to rations every month. There is constant pressure on the teachers to give 80 percent attendance to the children. In fact there are a number of children who get enrolled only to get the rations and for scholarship. It will therefore, be more beneficial if these children are provided mid-day meal instead.

This will ensure regular attendance and also that children will be getting a proper balanced diet each day he or she attends schools. There were relatively less responses on this suggestion. Only 30 percent teachers have given this suggestion from Hardoi while the corresponding figure of Pilibhit is 37 percent.

In this paper we have analysed the background of teachers and found that they prefer being posted in schools which are easily accessible and avoid going to schools which are relatively remotely located. Another fact to emerge is that a high proportion of teachers is residing well outside the villages where the schools are located. All the teachers covered from the two districts have received in-service training. However, only around half of them are satisfied with the quality of training being provided to them and also with the quality of the instructors. The training is being provided for aspects such as 'Sabal', 'motivational', 'Sadhan' and 'Samekit'. However, despite having received training only 43 percent and 34 percent teachers of Hardoi and Pilibhit respectively are actually making use of the new teaching and learning materials. What is also revealed from our analysis is that the co-ordinators of the BRC and NPRC are not very helpful and co-operative when it comes to helping the teachers solve their problems related to use of the TLM. This is so because many co-ordinators are not visiting schools even once a month although they are expected to make weekly visits. The teachers have complained that they are engaged in duties, which have no relationship with teaching work. The teachers feel that the DIET should be given greater administrative powers and that the undue influence of the ABSA needs to be reduced. They also feel that the system of joint account with the Pradhan related to the money for construction, repair and maintenance of the school building should be operated by the assistant engineer and his junior engineer.

With respect to the degree of satisfaction that teachers feel they receive by way of support from the DIET, BRC and NPRC, it may be said that as far as the support of the DIET is concerned around 50 percent are not very happy with the quality training being provided as well as the quality of instructors who provide training to them. They are also not very happy with the support, which they receive from the co-ordinators of the BRC's and NPRC'. They feel that their problems related to the use of TLM are not being addressed properly. They also feel that no steps are being taken to look into the extra work load given to teachers which has nothing to do with their teaching work and is adversely affecting the teaching.

Since the proper educational support is not forthcoming from the BRC and NPRC it follows that the educational support to the schools needs to be improved considerably.

As a result the teachers feel that their working conditions should be improved; the DIET, BRC and NPRC must be entrusted with greater administrative responsibility; better educational support should be provided to them; the schools building should be maintained properly to ensure good teaching environment; and that the mother teacher association as well as the Parent Teacher Association be strengthened so as to ensure regular attendance of children and to ensure that they keep exerting pressure on the teachers to maintain good quality education.